



Half Termly Curriculum Map



Honeybees – Spring 1

SKILLS FOCUS	Week 1 W.B 5.01.2026	Week 2 W.B – 12.01.26	Week 3 W.B – 19.01.26	Week 4 W.B - 26.1.26	Week 5 W.B – 02.02.26	Week 6 W.B - 09.2.26
Personal, Social and Emotional Development	<p>I can feel confident when taken to new places with key people.</p> <p>Adults to welcome back returning children and help to settle new children. Adults to talk to the children about their key people e.g. key person or family members to help them feel confident.</p>	<p>I can develop friendships with other children.</p> <p>Adults to model appropriate play in the home corner, modelling friendly behaviour and encouraging children to play together.</p>	<p>I can play with increasing confidence because I know my key person is available.</p> <p>Adults to join play while children are settling but gradually reduce support to encourage independence and confidence.</p>	<p>I can play with increasing confidence because they I know my key person is available.</p> <p>Baby themed sensory tray. Adults to join play while children are settling but gradually reduce support to encourage independence and confidence.</p>	<p>I feel confident when taken to new places with key people.</p> <p>Adults to support new/less confident children with exploring the outdoors area. Encourage children to join in with activities and follow instructions.</p>	<p>I can thrive as I develop self-assurance.</p> <p>Ensure all staff have consistent expectations and boundaries for children. Praise children for following boundaries and routines using both stickers and the rainbow system.</p>
Communication and Language	<p>I can use gestures like waving or pointing to communicate.</p> <p>Allow children to settle in, modelling a range of communication methods such as speaking, gesturing and using Makaton signs.</p>	<p>I can constantly babble and use single words during play.</p> <p>Zoo animal themed small world tray. Encourage children to name the animals they are playing with and make correct animal noises.</p>	<p>I can copy your gestures and words.</p> <p>During carpet time and encourage children to join in with singing. Promote both words and actions when singing together.</p>	<p>I can constantly babble and use single words during play.</p> <p>Dolls, bottles, spoons, bowls and blankets in the baby area. Encourage children to name the objects and talk while they play.</p>	<p>I can copy gestures and words.</p> <p>Ensure frequent rhyme times throughout the week. Encourage children to join in with both singing and using actions. Focus on the song of the week.</p>	<p>I can listen and respond to a simple instruction.</p> <p>Play simple 'simon says' style games with the children. E.g. touch your nose. Wiggle your bottom.</p>
WellComm focus Key vocab	<p>4A Understanding three key words (i)</p> <p>Vocabulary will vary depending on activity</p>	<p>4B Understanding three key words</p> <p>Big, little, in</p>	<p>Recap on section 4.</p>	<p>5.1 Understanding 'in', 'on' and 'under' at the simplest level</p> <p>In, on. Under, behind, in front</p>	<p>5.2 Learning to remember and then say the names of two things</p> <p>Naming words, Action words</p>	<p>Half term assessment this week</p>
Song focus	Wheels on the bus	When Goldilocks went to the house of the bears.	Humpty Dumpty	Head shoulders knees and toes	I'm a little teapot	Old Macdonald
Physical Development	<p>I can eat finger foods and develop likes and dislikes.</p> <p>Encourage all children to try tuck, even if they don't eat it all. Talk about how yummy the food is. Ask children what they eat at home.</p>	<p>I can gradually gain control of my whole body through practice of large movements.</p> <p>Explore bikes and scooters outside. Encourage children to use the pedals/ride appropriately.</p>	<p>I can build independently using a range of appropriate resources.</p> <p>Adults to model appropriate use of the wooden blocks area. Encourage children to</p>	<p>Gradually gain control of whole bodies through practice of large movements.</p> <p>When singing this week's focus song, encourage children to complete the actions.</p>	<p>Clap and stamp to music.</p> <p>During the session, play some nursery rhyme cd's for a short period of time. Encourage children to dance to the music.</p>	<p>Build independently using a range of appropriate resources.</p> <p>Demonstrate to children how to make different types of towers. Step back to allow them to do this independently.</p>



Half Termly Curriculum Map



Honeybees – Spring 1

			build appropriately and tidy away when finished.			
Literacy	<p>I can enjoy sharing books with an adult.</p> <p>Introduce short story times where children come to the carpet and share a story together.</p>	<p>I can enjoy sharing books with an adult.</p> <p>Continue with encouraging children to the carpet for a short story at least once per session. Use the rainbow reward system and stickers to praise those who listen well.</p>	<p>I have favourite books and seek them out to share.</p> <p>Take note of the children's interests and place books in the reading area that promote that interest e.g. dinosaurs, animals, cars.</p>	<p>I can repeat words and phrases from familiar stories.</p> <p>Read short, repetitive books to the children. Encourage them to join in with repeated refrains by asking what comes next and leaving time for them to reply.</p>	<p>I have favourite books and seek them out to share.</p> <p>Leave the short, repetitive stories from last week in the reading area. Support children to look at them when they show an interest.</p>	<p>I can repeat words and phrases from familiar stories.</p> <p>Read short, repetitive books to the children. Encourage them to join in with repeated refrains by asking what comes next and leaving time for them to reply.</p>
Mathematics	<p>I can show counting like behaviour such as making sounds or saying some number names in sequence.</p> <p>Train track small world play. Encourage children to connect longer trains and count how many carriages there are.</p>	<p>I can compare amounts saying "lots", "more" or "same".</p> <p>In the playdough area, provide plates and cutlery. Encourage the children to make food. Ask them about the quantities on their plates or on others. Model appropriate language.</p>	<p>I can take part in finger rhymes with numbers.</p> <p>During rhyme time, encourage songs that include numbers. Encourage children to join in with singing and actions.</p>	<p>I can complete inset puzzles</p> <p>Animal themed inset puzzles. Talk to the children about the different animals and any experiences they may have had e.g. walks at the duck pond, trips to the farm.</p>	<p>I can show counting like behaviour such as making sounds or saying some number names in sequence.</p> <p>Ducks in the water tray. Encourage children to count the ducks as they catch them.</p>	<p>I can compare amounts saying "lots", "more" or "same".</p> <p>Small world farm tray. Provide groups of animals and ask the children how many there are, modelling vocabulary that describes amounts.</p>
Understanding the World	<p>I can make connections between the different features of their families and others.</p> <p>Read stories that relate to families and link back to experiences the children could relate to. Talk about the children's own families to help them settle.</p>	<p>I can make connections between the different features of my family and others.</p> <p>Share photos from home which relate to the Christmas break. Encourage children to talk about the members of their family and the people who are special to them.</p>	<p>I can explore and respond to different natural phenomena in my setting.</p> <p>Use small guttering as ramps on the small-world garage. Encourage children to put toy cars down the ramps and explore what happens if they adjust the angles of the ramps.</p>	<p>I can make connections between the different features of my family and others.</p> <p>Using photos sent from home, encourage the children to talk about their own trips to the duck pond. Talk about the special people they were with and any other special people they have in their lives.</p>	<p>I can explore and respond to different natural phenomena in my setting.</p> <p>Create a magnetic tray using magnetic objects and magnets. Encourage children to explore what happens when they place the magnet on metal/non-metal objects.</p>	<p>I can explore and respond to different natural phenomena in my setting.</p> <p>Encourage children to complete the weather chart each day. Venture out in all weathers (even if briefly) to explore the natural effects of different weather.</p>
Expressive Arts and Design	<p>I can start to make marks intentionally.</p> <p>After reading stories about families, encourage children to paint pictures of their own families.</p>	<p>I can start to make marks intentionally.</p> <p>Variety of painting resources for children to explore</p>	<p>I can explore paint using fingers and other parts of their body as well as brushes and tools.</p>	<p>I can explore paint using fingers and other parts of their body as well as brushes and tools.</p> <p>Painting pictures of ducks. Encourage children to</p>	<p>I can start to make marks intentionally.</p> <p>Explore mark making using alternative items eg, apple printing, painting with carrots,</p>	<p>I can explore paint using fingers and other parts of their body as well as brushes and tools.</p>



Half Termly Curriculum Map



Honeybees – Spring 1

	Adults can support by asking 'does mummy have eyes? Does Daddy have arms?' etc.	e.g. stampers, rollers, big and little brushes.	Make hand and foot prints with the children. Discuss with them their favourite colours as they choose their paint.	finger paint alongside a wide variety of painting resources.	celery stamping, feather rubbing.	Create handprint animals using coloured paints. Encourage children to think about how the paint feels on their hands.
CoEL	Being involved and concentrating	Being involved and concentrating	Keeping on trying	Keeping on trying	Enjoy achieving what they set out to do.	Enjoy achieving what they set out to do.